

**Texas Education Agency
Standard Application System (SAS)**

2016–2017 Texas 21st Century Community Learning Centers, Cycle 9, Year 1		
Program authority:	Elementary and Secondary Education Act Title IV, Part B as amended by the No Child Left Behind Act	FOR TEA USE ONLY Write NOGA ID here: <div style="border: 1px solid black; padding: 5px; transform: rotate(-90deg); transform-origin: center;"> Received Texas Education Agency 2016 MAR 29 PM 12:40 Document Control Center Grants Administration </div>
Grant Period	August 1, 2016, to July 31, 2017	
Application deadline:	5:00 p.m. Central Time, March 29, 2016	
Submittal information:	Three complete copies of the application, at least one with an original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: <div style="text-align: center;"> Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin, TX 78701-1494 </div>	
Contact information:	21stCentury@tea.texas.gov	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Amendment #	
Citizen Schools			
Vendor ID #	ESC Region #	DUNS #	
10432591609	4	947519492	
Mailing address	City	State	ZIP Code
3300 South Gessner Road, Suite 110	Houston	TX	77063-3201

Primary Contact

First name	M.I.	Last name	Title
Greg		Meyers	Executive Director
Telephone #	Email address		FAX #
713-529-4006 ext. 2601	gregmeyers@citizenschools.org		713-529-4008

Secondary Contact

First name	M.I.	Last name	Title
Yoni		Samuel-Siegel	Managing Director of Program
Telephone #	Email address		FAX #
713-529-4006 ext. 2603	yonisamuelsiegel@citizenschools.org		713-529-4008

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Greg		Meyers	Executive Director
Telephone #	Email address		FAX #
713-529-4006 ext. 2601	gregmeyers@citizenschools.org		713-529-4008

Signature (blue ink preferred)

Date signed

3/28/2016

Only the legally responsible party may sign this application.

701-16-102-156

Schedule #1—General Information (cont.)

County-district number or vendor ID: 10432591609

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
3	Certification of Shared Services	<input type="checkbox"/>	<input type="checkbox"/>
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grant*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
19	Private Nonprofit School Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
21	Program Information Addendum	<input checked="" type="checkbox"/>	N/A

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified.**

Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations

INSTRUCTIONS: This part of Schedule #1 is required only for colleges, universities, and nonprofit organizations (other than open-enrollment charter schools)

Enter the start and end dates of your fiscal year in Section 1.

In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit.

Public IHEs are generally included, and nonprofit organizations are generally not included.

Section 1: Applicant Organization's Fiscal Year

Start date (MM/DD): 07/01

End date (MM/DD): 06/30

Section 2: Applicant Organizations and the Texas Statewide Single AuditYes: ☐No: ☒**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 10432591609

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
1.	Nonprofit organizations, excluding ISDs and open-enrollment charter schools	Proof of nonprofit status (see <u>General and Fiscal Guidelines</u> , Required Fiscal-Related Attachments, for details)
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1.	Written Agreements	Written agreements or memoranda of understanding are required for partnerships involving school districts, community-based organizations, or other organizations that work on behalf of the contractor to manage the daily operations of the program. Written agreements are also required for partners that are significantly involved in the development and/or implementation of the program. They are not required for providers of single services, such as a physical activity provider or instructional coach. For example, a district may act as the fiscal agent but manage a contract for a provider to operate the program or host programs at school or non-school locations.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines for this grant</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 10432591609

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that funds awarded under this program will be used to increase the level of state, local, and other non-federal funds that would, in the absence of funds under this part, be made available for programs and activities authorized under this part, and in no case supplant federal, state, local, or non-federal funds.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that the program will take place in a safe and accessible facility.
4.	The applicant provides assurance that the proposed program was developed, and will be carried out in active collaboration with the schools that students attend.
5.	The applicant provides assurance that the program will target students who attend schools eligible for schoolwide programs and the families of such students.
6.	The applicant provides assurance that the community has been given notice of an intent to submit an application and that the application and any waiver request will be available for public review after submission of the application.
7.	The applicant provides assurance that it has selected feeders and centers in a manner designed to serve students that are most in need of the additional services based on a comprehensive systematic assessment of the needs of students and families and the resources of campuses and the community. The applicant also provides assurance that it will annually conduct a needs assessment and an updated program implementation plan based on the results of the annual needs assessment.
8.	The applicant provides assurance that it will comply with all reporting schedules and deadlines including data entry schedules, as required for state and federal reporting.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #3—Certification of Shared Services

County-district number or vendor ID: 10432591609

Amendment # (for amendments only):

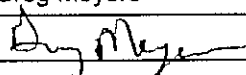
I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. **Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable.** Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Fiscal Agent				
1.	10432591609 Citizen Schools	Greg Meyers 	713-529-4006 gregmeyers@citizenschools.org	\$350,000
Member Districts				
2.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
3.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
4.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
5.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
6.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
7.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
8.	County-District # County-District Name	Name	Telephone number Email address	Funding amount

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #3—Certification of Shared Services (cont.)

County-district number or vendor ID: 10432591609

Amendment # (for amendments only):

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Member Districts				
9.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
10.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
11.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
12.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
13.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
14.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
15.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
16.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
17.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
18.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
19.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
20.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Grand total:				\$350,000

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #4—Request for Amendment

County-district number or vendor ID: 10432591609

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Division of Grants Administration [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost (%):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 10432591609

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #5—Program Executive Summary

County-district number or vendor ID: 10432591609

Amendment # (for amendments only):

Provide an overview of the program you plan to deliver. Be sure to address fundamental issues such as an overview of your community, the need for the program, and a general description of the program to be implemented. Be sure to align your description with the purpose and goals of this Request for Application. Address new and expanded services that will be made available by the program. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Citizen Schools, in partnership with Houston Independent School District (HISD), proposes a 21st Century Community Learning Center at Patrick Henry Middle School (PHMS) in Houston's Eastex-Jensen neighborhood to provide essential enrichment opportunities to a community in need. In the Eastex-Jensen neighborhood of Houston, the educational and economic challenges faced by the students and families of Patrick Henry are overwhelming. Resources are scarce, and both school and local social services agencies struggle to meet the need. With the proposed 21st Century grant, Citizen Schools can bring a wealth of resources into the school including mentors, community volunteers, evidence-based enriching program activities, proven academic support methods, and opportunities for family engagement and fun at the school. The program activities, goals, and objectives of this proposed CLC are directly aligned to school and district priorities, as evidenced by the Letter of Partnership from HISD submitted as an attachment to this application. Citizen Schools has implemented afterschool programs for HISD middle school students for over 11 years and works closely to ensure district support and alignment. After 3 years of partnership with Patrick Henry Middle School, Citizen Schools and HISD plan to expand program offerings into a Community Learning Center, as proposed in this application.

Budget: Citizen Schools requests an award of \$350,000 which would cover expenses to serve 200 students and their families at PHMS through year-long afterschool and summer program components. These costs are based on the budget for Citizen Schools' current afterschool program, which would be expanded with CLC support. Costs for program materials and supplies are based on historical experience of delivering similar-sized programs in partnership with middle schools in Houston since 2005.

Goals and Purpose: At Patrick Henry Middle School, 95% of students are economically disadvantaged (come from families receiving public aid; live in institutions for neglected or delinquent children; are supported in foster homes with public funds; or are eligible to receive free or reduced-price lunches) and 98% of students identify as African American or Hispanic. Nearly 40% of families with children are living below the poverty line, and the school has received a TEA accountability designation of "Improvement Required" (IR) for the past two years. Citizen Schools has designed its proposed CLC program to specifically meet the needs of this demographic. We will offer opportunities for enrichment that would otherwise be unavailable. Program activities to be offered to the community include:

>>Academic Support: Team Leaders will provide academic coaching in small groups as well as individualized tutoring and homework support. All academic lessons are TEKS-aligned and coordinated with lessons being taught during the school day.

>>Enriching Apprenticeships: These volunteer-led weekly hands-on activities help students apply lessons learned in school to real-world context. Students work side by side with an adult mentor who is an expert in his or her field, and the semester culminates in the creation of a project for community presentation.

>>Family Engagement: Citizen Schools strives to engage with families frequently and respectfully. In addition to facilitating direct participation of parents and families in the program, Citizen Schools offers family learning nights addressing topics such as health and mental health, college financial aid, and how to support students with homework and testing. In addition, center staff will share referral resources through their frequent contact with parents.

>>College Readiness: Team Leaders will help students link what they are learning in the school and in apprenticeships with future goals and emphasize how academic proficiency and high school and college completion influence career success.

Needs Assessment: Citizen Schools' regional team (including the Project Director and Site Coordinator listed in this application) work closely with school leaders at Patrick Henry Middle School to design and conduct a thorough needs assessment process before launching or implementing a program at any school site, including this CLC program. By working closely with school leaders, Citizen Schools can ensure data is accurate and up to date, and can alter the process if needed. In performing the comprehensive needs assessment of the school and community, Citizen Schools

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 10432591609

Amendment # (for amendments only):

Provide an overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

considered 3 types of need: (1) Underlying baseline level of economic and educational need in the community (number of families who live below the poverty line, are unemployed, don't have high school degrees); (2) the academic and social/emotional need of students who attend Patrick Henry Middle School (state proficiency data, truancy and mobility rates, teacher feedback); and (3) Community need and demand for afterschool programs, support services, and other high-quality enrichment activities for students and families. Data sources included publicly available census data, school and district reports cards, survey responses from parents and families, and anecdotal evidence from interviews with school and district leaders.

Management Plan: Citizen Schools has established a robust monitoring infrastructure reflecting our commitment to program quality and improved outcomes. Overall, responsibility for overall program implementation and monitoring the attainment of goals and objectives lies with the CLC Program Director and Site Coordinator. The Project Director and Site Coordinator roles will be filled by two Citizen Schools staff members who have worked closely with the principals and other faculty leaders at Patrick Henry Middle School for 4 years through our afterschool program. They have a strong track record of open communication and joint accountability and are well-prepared to take on the staffing roles of this CLC program. Citizen Schools' CLC staff members will be supported by Citizen Schools' National Program Department and other regional staff members to ensure all activities are on-track and implemented according to the proposed timeline. A series of annual planning meetings and quarterly progress monitoring calls help to keep the program on-track to meet end-of-semester and end-of-year goals. Before program commencement, Citizen Schools' CLC staff will engage in an in-depth joint planning process with faculty and leadership of Patrick Henry Middle School.

Evaluation: Citizen Schools embraces accountability and is committed to achieving a significant and measurable impact on students' learning that begins in middle school and continues through high school. The specific metrics that Citizen Schools will use span the domains of: engagement in learning; academic proficiency; and connections to college attainment and career opportunity. These metrics have been selected because they are linked to compelling research that documents the importance of shaping attitudes and beliefs about academic success during the middle school years, and strengthening performance in core subjects as students prepare for the transition to high school. Our measures are aligned to our Theory of Change, and represent what we believe are the core elements of student advancement, built upon a foundation of student engagement and program quality that supports mastery of academic and 21st century skills and leads to a high level of student growth and achievement. Following a "data to action" protocol, key data are shared with staff via real-time dashboards that report performance by metric, staff member, and site. Staff teams review evaluation data at least every month and convene meetings with school leaders and faculty at least twice per year to share formal reports and discuss evaluation results and opportunities for improvement. Citizen Schools staff meet with students individually each semester to review grades and other relevant data and to set individual goals for improvement. Citizen Schools staff also call families every other week to share student progress. Ongoing informal communication with school partners and parents will also inform program improvement.

Statutory Requirements: Citizen Schools' application for CLC funding adequately and completely addresses all statutory requirements including a description of activities to be funded; how Citizen Schools will share information about the Center with the community; how the proposed activities will lead to improved student academic outcomes; coordination with other federal, state, and local programs; how the activities are evidence and research-based; a description of the partnership between Citizen Schools, Houston Independent School District, and Patrick Henry Middle School; an evaluation of community needs and resources; involvement of volunteers; and a preliminary sustainability plan for the program.

TEA Requirements: Citizen Schools' application for CLC funding adequately and completely addresses all TEA-specific requirements including community involvement; grant management; a center operation and staffing schedule; program coordination; center safety; activity planning and activity alignment to the school day; family engagement activities and coordination; and the role of the Family Engagement Specialist to be hired.

Citizen Schools is committed to the continuation of the goals and activities of this CLC program, even after the end of the official grant term. With a long track record of partnership with HISD and local funders, Citizen Schools is well-prepared to sustain the program with additional and other funding sources.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #6—Program Budget Summary					
County-district number or vendor ID: 10432591609			Amendment # (for amendments only):		
Program authority: Elementary and Secondary Education Act Title IV, Part B as amended by NCLB					
Grant period: August 1, 2016, to July 31, 2017			Fund code/shared services arrangement code: 265/352		
Budget Summary					
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$310,716	\$	\$310,716
Schedule #8	Professional and Contracted Services (6200)	6200	\$	\$3,000	\$3,000
Schedule #9	Supplies and Materials (6300)	6300	\$3,614	\$	\$3,614
Schedule #10	Other Operating Costs (6400)	6400	\$19,004	\$	\$19,004
Schedule #11	Capital Outlay (6600)	6600	\$	\$	\$
	Consolidate Administrative Funds			<input type="checkbox"/> Yes <input type="checkbox"/> No	
Total direct costs:			\$333,334	\$3,000	\$336,334
4% indirect costs (see note):			N/A	\$13,666	\$13,666
Grand total of budgeted costs (add all entries in each column):			\$333,334	\$16,666	\$350,000
Shared Services Arrangement					
6493	Payments to member districts of shared services arrangements		\$	\$	\$
Administrative Cost Calculation					
Enter the total grant amount requested:					\$350,000
Percentage limit on administrative costs established for the program (5%):					× .05
Multiply and round down to the nearest whole dollar. Enter the result.					\$17,500
This is the maximum amount allowable for administrative costs, including indirect costs:					

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #7—Payroll Costs (6100)				
County-district number or vendor ID: 10432591609			Amendment # (for amendments only):	
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
Academic/Instructional				
1	Teacher		7	\$23,205
2	Educational aide	3		\$42,000
3	Tutor			\$
Program Management and Administration				
4	Project director (required)		1	\$63,750
5	Site coordinator (required)		1	\$63,750
6	Family engagement specialist (required)		1	\$25,000
7	Secretary/administrative assistant			\$
8	Data entry clerk			\$
9	Grant accountant/bookkeeper			\$
10	Evaluator/evaluation specialist			\$
Auxiliary				
11	Counselor			\$
12	Social worker			\$
Education Service Center (to be completed by ESC only when ESC is the applicant)				
13	ESC specialist/consultant			\$
14	ESC coordinator/manager/supervisor			\$
15	ESC support staff			\$
16	ESC other			\$
17	ESC other			\$
18	ESC other			\$
Other Employee Positions				
19	Executive Director		1	\$7,500
20	Operations Manager		1	\$14,025
21	Civic Engagement Manager		1	\$18,600
22	Subtotal employee costs:			\$257,830
Substitute, Extra-Duty Pay, Benefits Costs				
23	6112 Substitute pay			\$
24	6119 Professional staff extra-duty pay			\$
25	6121 Support staff extra-duty pay			\$
26	6140 Employee benefits			\$52,886
27	61XX Tuition remission (IHEs only)			\$
28	Subtotal substitute, extra-duty, benefits costs			\$52,886
29	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$310,716

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: 10432591609		Amendment # (for amendments only):
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$
	Specify purpose:	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1	Independent Evaluation	\$3,000
2		\$
3		\$
4		\$
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
b. Subtotal of professional and contracted services:		\$3,000
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$
(Sum of lines a, b, and c) Grand total		\$3,000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 10432591609		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	\$3,614
Grand total:		\$3,614

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

For TEA Use Only

Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 10432591609		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and must attach Out-of-State Travel Justification Form.	\$
6412	Travel for students to conferences (does not include field trips). Requires authorization in writing.	\$
	Specify purpose:	
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines.	\$3,000
6413	Stipends for non-employees other than those included in 6419	\$
6419	Non-employee costs for conferences. Requires authorization in writing.	\$
Subtotal other operating costs requiring specific approval:		\$
	Remaining 6400—Other operating costs that do not require specific approval:	\$16,004
Grand total:		\$19,904

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #11—Capital Outlay (6600)				
County-District Number or Vendor ID: 10432591609			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	\$
66XX—Computing Devices, capitalized				
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
66XX—Software, capitalized				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
66XX—Equipment, furniture, or vehicles				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
29				\$
Grand total:				\$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #12—Demographics and Participants to Be Served with Grant Funds					
County-district number or vendor ID: 10432591609				Amendment # (for amendments only):	
Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.					
Total enrollment:			901		
Category	Number	Percentage	Category	Percentage	
African American	99	11%	Attendance rate	95%	
Hispanic	784	87%	Annual dropout rate (Gr 9-12)	DNA	
White	18	2%	Students taking the ACT and/or SAT	DNA	
Asian	0	0%	Average SAT score (number value, not a percentage)	DNA	
Economically disadvantaged	856	95%	Average ACT score (number value, not a percentage)	DNA	
Limited English proficient (LEP)	297	33%	Students classified as "at risk" per Texas Education Code §29.081(d)	78%	
Disciplinary placements	103	DNA			
Comments					
Please note that the data included in this chart is reflective of the entire student and teacher population of the school site (Patrick Henry Middle School) where Citizen Schools proposed to implement this CLC program, not the subset of 200 students we intend to serve.					
Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.					
Category	Number	Percentage	Category	Number	Percentage
African American	24	47%	No degree	0	0%
Hispanic	14	27%	Bachelor's degree	51	100%
White	12	24%	Master's degree	11	22%
Asian	1	2%	Doctorate	0	0%
1-5 years exp.	29	57%	Avg. salary, 1-5 years exp.	DNA	N/A
6-10 years exp.	7	14%	Avg. salary, 6-10 years exp.	DNA	N/A
11-20 years exp.	15	29%	Avg. salary, 11-20 years exp.	DNA	N/A
Over 20 years exp.	0	0%	Avg. salary, over 20 years exp.	DNA	N/A

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 10432591609

Amendment # (for amendments only):

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public								175	15	10					200
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:								175	15	10					200

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #13—Needs Assessment

County-district number or vendor ID: 10432591609

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs and resources. Needs are defined as the area, or gap, between current performance and the desired result. Describe the process for objectively assessing the needs and resources for this program, including a description of the process for prioritizing multiple needs and aligning proposed activities to meet the needs, including the needs of working families. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The 21st CCLC program will serve a community with significant need. At Patrick Henry Middle School, 95% of students are economically disadvantaged (come from families receiving public aid; live in institutions for neglected or delinquent children; are supported in foster homes with public funds; or are eligible to receive free or reduced-price lunches). The school has received a TEA accountability designation of "Improvement Required" (IR) for the past two years.

Comprehensive Needs Assessment: In performing a comprehensive needs assessment of the school and community, Citizen Schools considered 3 types of need: (1) Underlying baseline level of economic and educational need in the community (number of families who live below the poverty line, are unemployed, don't have high school degrees); (2) the academic and social/emotional need of students who attend Patrick Henry Middle School (state proficiency data, truancy and mobility rates, teacher feedback); and (3) Community need and demand for afterschool programs, support services, and other high-quality enrichment activities for students and families. Data sources included publicly available census data, school and district reports cards, survey responses from parents and families, and anecdotal evidence from interviews with school and district leaders.

Results: Results of the assessment indicate that in the community surrounding Patrick Henry Middle School - the Eastex-Jensen neighborhood of Houston- nearly 40% of families with children are living below the poverty line (according to U.S. census data), and roughly 5% of households receive public assistance. The majority of these families also receive income support and speak a language other than English at home. A significant percentage of families of students who attend Patrick Henry are struggling to meet the basic needs of their children. Many parents are working in one or more low-income jobs, and earning barely enough – or not enough – to pay for housing, food and clothing. Many parents work night and weekend schedules that make it difficult for them to be with their children during the hours after school. Few families in the community have extensive experience with higher education, and their understanding of the opportunities, the requirements, and the importance of college attainment is limited.

Students at Patrick Henry are also struggling; academically, most are lagging behind their more affluent peers. State test scores in the 2014-15 school year for students in 6th-8th grades (which are the grade levels proposed to be served in the CLC program) show that the majority of students did not meet standards for achievement. Only 42% of 6th grade students met or exceeded standards in reading and only about half did so in math, and seventh grade results were similar. About 50% of 8th graders did not meet standards in reading and about 40% did not meet them in math. Thirty-three percent of students have limited proficiency in English, and 78% are considered 'at-risk.' Also, Patrick Henry has a high mobility and truancy rate.

Gap Analysis: In the Eastex-Jensen neighborhood of Houston, the educational and economic challenges faced by the students and families of Patrick Henry are overwhelming. Resources are scarce, and both school and local social services agencies struggle to meet the need. The leadership of Patrick Henry has conducted a thorough review of its learning environment and opportunities and has conducted extensive outreach and analysis to assess the needs of students, families, and the community. The school has concluded that the integration of Citizen Schools' high-quality expanded day program for hands-on learning and enrichment is an urgent, previously un-met need, and the design of the proposed 21st CCLC program is closely aligned with the feedback received from parents and other stakeholders, including an emphasis on academic support, project-based learning opportunities, math and technology, literacy and writing activities, the arts, positive relationships with adults, and career exploration.

The 21st CCLC program design, developed in collaboration with HISD and Patrick Henry Middle School, will offer students a unique opportunity for authentic learning, enrichment, civic engagement, and expanded opportunity. While many youth programs offer a safe place for students to go after school, others offer mentoring, and still others offer academic coaching, Citizen Schools 21st CCLC programming will combine the most powerful aspects of these programs to provide an enrollment-based, relationship-focused, intensive academic and skill-building program. Students are mentored by experts who help them build their academic and 21st century skills while exposing them to career and college opportunities through hands-on apprenticeships.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 10432591609

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List the five highest-priority "Identified Needs", in order of importance with 1 being the highest level of importance, that the needs assessment process produced. Describe how this proposal would effectively address the need and attain the desired result, including the needs of working families. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Economic need of the community	Recent research has shown that access to learning opportunities, to mentors, and to experiences of success is alarmingly and increasingly stratified by family income. (For example, each year, upper-income families invest nearly \$9,000 in their children's enrichment while lower-income families spend \$1,300.) Citizen Schools will make these enrichment experiences available to <i>all</i> students we serve in the Eastex-Jensen community and PHMS.
2.	Academic need of students	The proposed 21st CCLC program will offer academic support (with a focus on literacy) as aligned with school priorities. Citizen Schools Team Leaders will provide academic coaching in small groups as well as individualized tutoring and homework support. All academic lessons are TEKS-aligned and coordinated with lessons being taught during the school day. Citizen Schools has a proven track record of improving student academic outcomes.
3.	Student need for 21 st century skill development	In order to build students' 21 st century skills Citizen Schools CLC program will implement volunteer-led and staff-supported Apprenticeships. These weekly hands-on activities help students apply lessons learned in school to real-world context. Students work side by side with an adult mentor who is an expert in his or her field, and the semester culminates in the creation of a project for community presentation.
4.	Need for family involvement and engagement in the school	Our 21st CCLC program will serve as a bridge for parents to enter the school community and to become effective advocates for their children. Specifically, our apprenticeship programming culminates with student presentations about what they've learned throughout the semester called WOW! events. Through the WOW! events, we reach a large percentage of our families all at once and can use that opportunity to ascertain their individual needs and provide them with specific information about services that are available to them in the community.
5.	Need for quality enrichment opportunities and afterschool programs in the community	Citizen Schools' CLC program is centered on community engagement. In addition to bringing more families into the school, we invite hundreds of local volunteers and experts from across the city into the school to work directly with students. While many afterschool programs in the area provide a safe space for students to go, ours builds skills and provides an array of enriching experiences for the students and families we serve.

For TEA Use Only

Changes on this page have been confirmed with:

Via telephone/fax/email (circle as appropriate)

On this date:

By TEA staff person:

Schedule #14—Management Plan

County-district number or vendor ID: 10432591609

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Project Director	<i>Yoni Samuel-Siegel</i> – experienced educator with a strong track record of innovation. Holds a Master's of Education in Educational Leadership; taught language arts at the middle school level for 10 years; extensive experience managing/coaching educators and tutors
2.	Site Coordinator(s)	<i>Sarah Angers</i> – passionate and experienced educator with track record of coaching campus leaders. Holds a BSE in Elementary Education and a BA in Political Science; led Citizen Schools' previous afterschool program at Patrick Henry for 3 years; well-prepared for this role
3.	Family Engagement Specialist	<i>To be hired</i> - 4 year college degree; 2+ years experience working with youth and families of diverse populations; highly developed interpersonal skills; working knowledge of current principles in family engagement; fluency in Spanish preferred
4.	Teaching Fellows	<i>7 positions</i> – 4 year college degree; prior teaching or tutoring experience; proficiency in middle school math and English; a history of leadership positions; demonstrated commitment to student achievement, ability to engage children in groups; fluency in Spanish preferred
5.	Teaching Associates	<i>3 positions</i> – Bachelor's Degree strongly preferred, or be in pursuit of one; proficiency in middle school math and English; experience working with youth, middle school youth ideal

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Provide targeted academic support for students	1. Training/orientation for academic activity leaders	08/15/2016	08/19/2016
		2. Offer academic support lessons in ELA or math	08/22/2016	05/11/2017
		3. Meet with teachers to align lessons to school day	08/22/2016	05/11/2017
		4. Provide homework assistance to students	08/22/2016	05/11/2017
		5. Hold 1:1 goal-setting conferences with students	08/22/2016	05/11/2017
2.	Provide supplemental enrichment activities for students	1. Offer volunteer-led apprenticeships – Spring term	01/30/2017	04/08/2017
		2. Offer volunteer-led apprenticeships – Fall term	09/19/2016	12/09/2016
		3. Student learning showcases/celebrations (WOW!s)	12/12/2016	05/11/2017
		4. Implement college interest/readiness activities	08/22/2016	05/11/2017
		5. With TEA approval, take students on college visits	08/22/2016	05/11/2017
3.	Engage families	1. Bi-weekly phone calls to parents	08/22/2016	05/11/2017
		2. Host family nights at the school	08/20/2016	05/11/2017
		3. Engage families in student WOW! Celebrations	12/12/2016	05/11/2017
		4. Hold parent information sessions & orientations	08/01/2016	05/11/2017
		5. Create and maintain a family resource center	08/22/2016	05/11/2017
4.	Engage the community	1. Recruit volunteers for Fall term apprenticeships	08/01/2016	08/29/2016
		2. Train volunteers for Fall term apprenticeships	08/29/2016	09/09/2016
		3. Recruit volunteers for Spring term apprenticeships	12/01/2016	01/15/2017
		4. Train volunteers for Spring term apprenticeships	01/16/2017	01/27/2017
		5. Community invited to student WOW! Celebrations	12/12/2016	05/11/2017
5.	Build a collaborative and data-driven partnership with host school site	1. Engage in joint planning sessions before program	08/01/2016	08/29/2016
		2. Conduct quarterly meetings with school faculty	08/01/2016	05/11/2017
		3. Establish and maintain data-sharing agreements	08/01/2016	06/30/2017
		4. Work with faculty to ensure curriculum alignment	08/01/2016	05/11/2017
		5. Maintain open lines of comm. with school staff	08/01/2016	06/30/2017

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 10432591609

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Citizen Schools has established a robust monitoring and evaluation infrastructure reflecting our commitment to achieving a significant, measurable, and long-term impact on student outcomes.

Internally, Citizen Schools uses a Program Scorecard to capture key implementation best practices, dosage, and short-term student outcomes. Data collected through program observations, surveys, data sharing agreements with our school partners, and performance assessments that evaluate students' mastery of 21st century skills are stored in a secure online database that supports flexible, on-demand reporting.

Overall, responsibility for monitoring the attainment of goals and objectives lies with Program Director Yoni Samuel-Siegel and Site Coordinator Sarah Angers. Yoni and Sarah have worked closely with the principals and other faculty leaders at Patrick Henry Middle School for 4 years and have a strong track record of open communication and joint accountability. Citizen Schools' CLC staff members will be supported by Citizen Schools' National Program Department and other regional staff members (the Executive Director and Operations Manager) to ensure all activities are on-track and implemented according to the proposed timeline. A series of annual planning meetings and quarterly progress monitoring calls help to keep the program on-track to meet end-of-semester and end-of-year goals.

Before program commencement, Citizen Schools' CLC staff will engage in an in-depth joint planning process with faculty and leadership of Patrick Henry Middle School to confirm program activities and milestones, as well as activity beginning and ending dates for each. Citizen Schools will share the above schedule of program activities with its own staff members, school staff members, students, and parents to ensure transparency and accountability. Any changes that are made to activity schedules which would affect achievement of program milestones will be communicated openly and well in advance.

Part 4: Sustainability and Commitment. Describe any existing or planned efforts that are similar or related to this proposal. How will the applicant coordinate with these efforts toward maximizing the effectiveness of grant funds and build sustainability over time? How will you build long-term support and commitment from partners in these efforts and other partners over time? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Citizen Schools works closely with many like-minded organizations in the Greater Houston area who are committed to improving the lives and educational outcomes of students. We fundamentally believe that such collaboration is key and have a track record of coordination over that past 11 years with organizations like Communities in Schools, the Houston Children's Museum, the Boys and Girls Club, AVID, and the Greater Houston Community Foundation's LEAP Program.

The following similar programs currently exist in the community surrounding the proposed Community Learning Center: Girls Inc. provides after-school programming that includes games, crafts, cooking and swimming; Big Brother Big Sisters provides one-on-one mentors to underprivileged youth; BELL provides small-group tutoring in literacy and math to low-income elementary and middle school students. While all of these youth programs offer components such as self-esteem programming, a safe place for students to go after school, and valuable mentoring and academic coaching, Citizen Schools offers a unique combination to provide a relationship-focused, intensive academic and skill-building program. Citizen Schools has also established a deep partnership with the leadership and staff of Patrick Henry Middle School and joint applicant Houston Independent School District to operate the proposed Community Learning Center. By establishing partnerships with these organizations and programs, Citizen Schools can help to ensure the students it serves and the community surrounding the Center have access to adequate access to support services, educational activities, and opportunities for enrichment.

In addition to direct service, Citizen Schools works with coalitions of similar organizations to advocate for policies that support sustainable, high-quality, evidence-based programs, and seeks to leverage its proof of concept in support of other systemic change efforts that expand opportunity. We hope that over time these efforts produce quality and enriched education opportunities for all students.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #15—Project Evaluation

County-district number or vendor ID: 10432591609

Amendment # (for amendments only):

Part 1: Evaluation Design. List the research methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Monitor student engagement	1.	80% of students will attend program regularly
		2.	80% of students will complete and return evaluation consent forms
		3.	
2.	Assess student 21 st century skill development	1.	70% of students will demonstrate mastery of 21 st century skills thru WOW!s
		2.	CS will recruit at least 100 volunteers to lead career-based apprenticeships
		3.	
3.	Assess student academic outcomes	1.	Struggling readers will improve ELA proficiency on summative assessments
		2.	Students will meet or exceed growth targets on state assessments
		3.	
4.	Monitor family engagement	1.	At least 50% of students will have family members attend WOW! events
		2.	Phone calls to parents will be made every two weeks
		3.	At least 80% of parents will report satisfaction with the CLC program
5.	Assess quality of program and school partnership health	1.	80% of apprenticeship experiences are rated healthy by volunteers
		2.	80% of school partnerships are rated healthy by CS and school partners
		3.	80% of teaching staff develop or improve core teaching skills

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How will findings be used to refine, improve, and strengthen the program? How will findings be made available to the public? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Citizen Schools embraces accountability and is committed to achieving a significant and measurable impact on students' learning that begins in middle school and continues through high school. The specific metrics that Citizen Schools will use span the domains of: engagement in learning; academic proficiency; and connections to college attainment and career opportunity. These metrics have been selected because they are linked to compelling research that documents the importance of shaping attitudes and beliefs about academic success during the middle school years, and strengthening performance in core subjects as students prepare for the transition to high school. Our measures are aligned to our Theory of Change, and represent what we believe are the core elements of student advancement, built upon a foundation of student engagement and program quality that supports mastery of academic and 21st century skills and leads to a high level of student growth and achievement.

Following a "data to action" protocol, key data are shared with staff via real-time dashboards that report performance by metric, staff member, and site. Staff teams review evaluation data at least every month and convene meetings with school leaders and faculty at least twice per year to share formal reports and discuss evaluation results and opportunities for improvement. Citizen Schools staff meet with students individually each semester to review grades and other relevant data and to set individual goals for improvement. Citizen Schools staff also call families every other week to share student progress. Ongoing informal communication with school partners and parents will also inform program improvement.

Citizen Schools would be happy to share its evaluation results with the public upon request, and will post notice of the availability of this data at the Center. As a results-driven organization, Citizen Schools also engages external evaluators and makes the results of their studies available on its website and disseminates to policymakers and peer organizations. Results of current on-going and past evaluations can be found at <http://www.citizenschools.org/about/results/>.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 10432591609

Amendment # (for amendments only):

Statutory Requirement 1: Describe the activities to be funded. Specifically explain the supplemental nature of the activities. Include a description of how students participating in the program will travel safely to and from the center and home. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The 21st CCLC program activities, developed in collaboration with HISD and Patrick Henry Middle School, will offer students a unique opportunity for authentic learning, enrichment, civic engagement, and expanded opportunity. Activities will take place afterschool Monday – Friday during Fall and Spring Terms, and Monday – Thursday during the Summer term. Program activities include:

Academic enrichment activities: Citizen Schools' Team Leaders provide small-group instruction in a fun, active setting. All academic activities are aligned to state standards (TEKS) and are adaptable to align with the sequence of classroom lessons as well as specific identified needs. Team Leaders work in close partnership with classroom teachers to align program activities with in-school instructional methods and to meet individual learning needs. They also provide homework support and have regular 1:1 academic goals conferences with each student.

Apprenticeships: Students explore new fields and career opportunities alongside community volunteers who share what they know and love through hands-on projects. Examples include students building solar cars with NASA scientists, creating mock investment portfolios with volunteers from Fidelity, designing video games with Code.org programmers, and hosting mock trials with attorneys. Students select two apprenticeships each semester, with each meeting weekly for 90 minutes. Each apprenticeship is supported by a Team Leaders and culminates in a community celebration of learning known as a WOW!. Citizen Schools Teaching Fellows connect apprenticeships to students' regular classes, providing a newfound sense of relevancy to their schoolwork.

Additional enrichment and youth development activities: student-selected activities, and team building time that emphasize student choice and voice while building camaraderie and culture. Students choose from elective courses including basketball, chess, and dance.

Transportation: Because the 21st CCLC program is located at the school site, no center-bound transportation is needed for public school students. The 21st CCLC program will implement safe homebound transportation plans for all participants. Parents indicate their transportation preferences, including the names of adults to whom students may be released, when they enroll their child. All program staff will be trained to implement the safety policies of the program, including daily student pick-up and parent sign-out procedures for all students.

Statutory Requirement 2: Describe how the eligible entity will disseminate information about the community learning center, including its location, to the community in a manner that is understandable and accessible. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Citizen Schools will communicate with families and the local community about the activities and location of the 21st CCLC program, including through bilingual informational mailings to families of Patrick Henry Middle School students; phone calls to current and incoming families; a presence at school registration; classroom visits to inform students about the program; and evening orientation sessions. Citizen Schools will ensure that information is understandable and accessible to all members of the community, including non-native English speaking. Information about the program will be shared with the broader community primarily through media coverage, Citizen Schools' website, and extensive outreach to local volunteers.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 10432591609

Amendment # (for amendments only):

Statutory Requirement 3: Describe how the proposed activities are expected to improve campus and student academic achievement, as well as overall student success. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Citizen Schools takes great care to ensure all program activities are aligned with school goals and customized to meet student needs as identified in the attached Needs Assessment in Schedule 13 of this application. By doing so, we can implement activities and structure our program in a ways that will lead to improved academic outcomes for students and deliver material in a way that is most relevant and helpful to them. Citizen Schools staff, led by the Site Coordinator, work closely with school staff throughout the spring and summer to ensure close alignment for the following year. Citizen Schools adapts its activities to the needs of each school based on feedback from family outreach, trends in student behavior, the interests and skills of local volunteers, and areas of academic need. (For example, at Patrick Henry Middle School, the principal is focused on improving ELA test scores so Citizen Schools will offer ELA-focused activities and a many apprenticeships will incorporate reading and writing skill-building opportunities.) Throughout the year, Citizen Schools staff have regular meetings with school leaders to share data and ensure that the program is supporting school goals. School administrators, the Site Coordinator, and the Program Director will be surveyed twice annually about the health of the partnership. Citizen Schools staff, many of whom work in the school all day, consult regularly with teachers and other school personnel

Citizen Schools' programs are supported by an independently validated record of impact on the attendance, grades, test scores, and graduation rates of students in middle school and into high school. A longitudinal matched comparison group study conducted by Policy Studies Associates found that students who consistently attended Citizen Schools significantly outperformed the comparison group in 6 out of 7 indicators of school success, including grades, attendance, discipline issues, and standardized test scores. The study's authors wrote that, "Overall, Citizen Schools is succeeding in moving a group of low-income, educationally at-risk participants towards its desired outcomes of successful high school completion, advancement to college, and full participation in the civic and economic life of their communities." Full results of this external study can be found on our website at www.citizenschools.org/results.

Statutory Requirement 4: Identify the federal, state, and local programs that will be coordinated with the proposed program and explain how the proposed coordination makes the most effective use of public resources. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Citizen Schools will coordinate with other federal, state, and local programs to ensure the most effective use of public resources. For example, the CLC Site Coordinator and Patrick Henry Middle School will work closely with the schools' Title I coordinator to ensure services and other efforts (such as student recruitment and family programming) are not duplicated. Based on our comprehensive needs assessment, we have determined that the opportunities Citizen Schools will offer are not currently available to students and all activities will supplement, not duplicate, what is already in place at the school.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 10432591609

Amendment # (for amendments only):

Statutory Requirement 5: Describe how the activities will meet the measures of effectiveness described in the authorizing statute. Specifically describe: 1) how the proposed activities are based on an objective set of measures designed to increase high-quality academic enrichment opportunities; 2) references to evidence-based research that supports the design of the program or activity; and 3) a summary of the plan to collect local data for continuous assessment and local program evaluation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

1) How the proposed activities are based on an objective set of measures: Activities of the Citizen Schools CLC program are based on objective measures of program quality and informed by research and best practices in the field. There is substantial evidence that the intervention described in this application will lead to the desired student outcomes and is effective for the proposed population and community challenge.

2) References to evidence-based research that supports the design of the program: The Citizen Schools CLC program is grounded in research demonstrating the importance of the middle grades in students' educational trajectories; the relationship of specific design principles to the quality of out-of-school time programs; and the effectiveness of hands-on learning. It also builds on direct research demonstrating the effectiveness of programs operated by Citizen Schools.

Middle grades focus: Citizen Schools focuses on middle grade students because choices and attitudes in adolescence are critical to later outcomes. Robert Balfanz and colleagues found that 6th grade students who attended school less than 80% of the time, received a poor final behavior mark, or failed math or English had no more than a 10-20% chance of graduating from high school on time, and a 25% chance of graduating at all. Students who indicated in 8th grade that their desired career would require a college education were more likely to complete college than peers, even compared to others who completed high school academically prepared. Student interest in a STEM career in 8th grade is associated with increased likelihood of earning a STEM college degree.

Principles of high-quality afterschool program design: Research on out-of-school time programming has consistently found that an organized sequence of activities; consistent student attendance; a positive, active environment that provides an alternative to a traditional school setting; and family engagement are hallmarks of successful programs. Reflecting these key design principles, Citizen Schools' CLC will be carefully structured; enrollment-based (afterschool attendance was 95% in 2014-15); creates a positive, hands-on team culture; and involves families and the community through extensive outreach and events.

Hands-on and project-based learning: Citizen Schools particularly prioritizes hands-on projects, relevant topics, collaboration, and student input, which research suggests are likely to increase students' engagement in school.

Citizen Schools' track record of impact: Citizen Schools' programs are supported by an independently validated record of impact on the engagement, achievement, and graduation rates of participating students in middle school and high school. A 2001-2010 study of Citizen Schools' program conducted by Policy Studies Associates found that 6th and 7th grade students who consistently attended Citizen Schools significantly outperformed similar peers on six out of seven indicators of school success (including grades, behavior, and test scores). Citizen Schools participants also attended school at a higher rate throughout high school, were more likely to achieve proficiency on 10th grade assessments, and graduated from high school after four years at a rate of 71%, compared to 59% for matched peers.

3) Summary of the plan to collect local data for continuous assessment and local program evaluation: Citizen Schools' CLC will use a combination of methods and metrics in order to assess implementation and outcomes. Measures of program quality and implementation include staff instructional proficiency, apprenticeship quality, and constituent satisfaction. To assess short-term outcomes, the primary tool will be a Program Scorecard that tracks performance against annual targets for key metrics of dosage, academic skills, 21st century skills, and access and beliefs related to preparation for college and career preparation and self-efficacy. Citizen Schools' CLC staff will examine an extensive portfolio of information on program quality and short-term outcomes. Following a "data to action" protocol, key data are shared with staff via real-time dashboards that report performance by metric, staff member, and site. Staff teams review evaluation data at least every month and convene meetings with school leaders and faculty at least twice per year to share formal reports and discuss evaluation results and opportunities for improvement. Citizen Schools staff meet with students individually each semester to review grades and other relevant data and to set individual goals for improvement. Citizen Schools staff also call families every other week to share student progress. Ongoing informal communication with school partners and parents will also inform program improvement.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 10432591609

Amendment # (for amendments only):

Statutory Requirement 6: Describe the partnership between local educational agencies, community-based organizations, and other public or private entities in carrying out the proposed program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

✓ **Check this box IF you are applying for priority points** for submitting this application jointly with eligible entities consisting of not less than one local education agency receiving funds under Part A of Title I and another eligible entity.

□ **Check this box only IF you did not check the box above AND you are requesting that TEA provide the same priority points** because of the applicant's inability to partner with a CBO within reasonable geographic proximity and of sufficient quality to meet the requirements of the grant.

The proposed CLC program will involve shared responsibility for the planning, management, operations, and implementation of the 21st CCLC program between the following partners:

Citizen Schools (Community-Based Organization): Citizen Schools has a long and successful history designing, developing, and implementing afterschool enrichment programs on a national level. Founded in Boston in 1995, Citizen Schools currently operates 32 school-based expanded day programs across the country, with an annual budget of \$33 million. In the most recent school year, Citizen Schools engaged 4,700 volunteers and enrolled 5,300 students, approximately 85% of whom were from low-income families and 95% of whom were from communities of color. In 2005, Citizen Schools launched its first programs in Texas, bringing over a decade of proven results to Houston schools. Since then, Citizen Schools Texas has expanded to serve many schools, improving students' grades and skills, working closely with school and community partners, and growing a network of volunteers and supporters. Citizen Schools maintains a major External Engagement team as part of its organization that develops and sustains partnerships with corporations, local businesses, CBOs, and academic institutions. These relationships help create bridges between the local community and partner schools, and result in thousands of volunteer "Citizen Teachers" who mentor students and provide caring adult role models. In Houston last year, volunteers from Shell, NASA, Wells Fargo, the Houston Public Library and others taught apprenticeships at HISD middle schools. Citizen Schools will serve as the fiscal agent of the CLC program, and Chief Financial Officer Kait Rogers will serve as Fiscal Manager. Ms. Rogers has overseen administration of several significant public grants, including funding from the Corporation for National and Community Service, the National Science Foundation, 21st CCLC, and SES.

Houston Independent School District (LEA Joint Applicant): In the attached letter of partnership, HISD outlines a commitment to supporting the development, implementation, and sustainability of Citizen Schools' CLC program at Patrick Henry Middle School. HISD's contributions to the CLC program will include facilitating information sharing and ensuring availability of adequate resources that will provide the following benefits to the program:

- Use of data to drive individual and group programming
- Integrating state standards (TEKS) into after-school lessons and activities
- Managing and enhancing program quality elements and procedural directives
- Enabling strong linkages between the school and the CLC program
- Providing effective family literacy and education practices
- Enhancing best practices in adult/student relations, and positive youth development

HISD will also assist Citizen Schools in actively recruiting, utilizing, supporting, and acknowledging community volunteers in order to increase capacity and support sustainability for the 21st CCLC programs and schools.

Patrick Henry Middle School: Patrick Henry leadership will support alignment between the CLC program and the school academic day. School leadership will agree to support strong connections between the school and the CLC program by working with Citizen Schools' Site Coordinator and other staff to ensure effective and ongoing:

- Sharing of school facilities and other resources
- Recruitment and referral of students
- Access to data to drive individual and group programming
- Collaboration with school day teachers (in order to promote after school program staff in integrating literacy, math and other learning into activities)
- Alignment of CLC-funded student and parent/family services and supports with school community resources
- Coordination to support program identification and access to resources that specifically focus on struggling readers
- Communicating school day expectations and strategies around student behaviors to promote consistency in afterschool
- Coordination of shared staff development opportunities
- Representation of Citizen Schools' staff on school planning teams

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 10432591609

Amendment # (for amendments only):

Statutory Requirement 7: Based on the community needs assessment in Schedule #13, provide a summary of available resources for each proposed community learning center. Describe how the program proposed to be carried out in the center will address the needs identified through the assessment/evaluation process. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Based on Citizen Schools' comprehensive needs assessment, it is clear that Patrick Henry Middle School and the Eastex-Jensen community has a need for the resources Citizen Schools' CLC program can provide. The community has little or no resources to meet some significant needs including limited access to enrichment opportunities, low academic achievement, limited family engagement in school activities, and a lack of quality afterschool programs in the community. A CLC grant award would allow Citizen Schools to bring the following resources into the school and community:

- Opportunities for enrichment, including Apprenticeships
- Community volunteers
- Mentors
- Academic support expertise
- Support and resources for family members
- Quality and proven program design

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 10432591609

Amendment # (for amendments only):

Statutory Requirement 8: Demonstrate how the applicant will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, postsecondary and workforce preparation, and positive youth development of the students. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Citizen Schools has operated after-school programs that include the core activities described in this application since 1995. In 2005, Citizen Schools launched its first programs in Texas and since then has partnered with HISD middle schools to implement its afterschool program. Citizen Schools has a national budget of \$32 million and enrolled approximately 4,500 students across 32 school sites in seven states in its after-school and expanded learning programs last year. The organization also recruits, trains, and supports 4,000 volunteers annually. Citizen Schools' experienced national management team has successfully managed complex, large-scale, and long-term projects including partnerships with schools, districts, evaluators, corporations, and private funders. An implementation study found that Citizen Schools consistently replicated its core program elements across sites with fidelity.

Citizen Schools' programs are supported by an independently validated record of impact on the attendance, grades, test scores, and graduation rates of students in middle school and into high school. A longitudinal matched comparison group study conducted by Policy Studies Associates found that students who consistently attended Citizen Schools significantly outperformed the comparison group in 6 out of 7 indicators of school success, including grades, attendance, discipline issues, and standardized test scores. The study's authors wrote that, "Overall, Citizen Schools is succeeding in moving a group of low-income, educationally at-risk participants towards its desired outcomes of successful high school completion, advancement to college, and full participation in the civic and economic life of their communities." At the eight sites across the country where all students in one or more grades participated in Citizen Schools programming for the first time in last year, reading and math proficiency rates in served grades increased by an average of more than five points over the prior year.

Though Citizen Schools Texas has never received 21st Century CLC funding, Citizen Schools has operated 21st CCLC programs in Albuquerque and Santa Fe, New Mexico, and as a partner organization in the Oakland Unified and Redwood City Elementary school districts in California. Citizen Schools has received consistently positive feedback from its school and district partners and from 21st CCLC program managers.

Statutory Requirement 9: If the eligible entity plans to use volunteers in activities carried out through the community learning center, describe how the eligible entity will encourage and use appropriately qualified persons to serve as the volunteers. Specifically address senior volunteers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Citizen Schools Community Learning Center will enages volunteers in a meaningful and important way. In our program, local volunteers, known as "Citizen Teachers," share their passion, expertise and professionalism in 11-week apprenticeship enrichment courses for students. Twice each week these volunteers teach apprenticeships selected from the growing curriculum library curated by Citizen Schools staff or work with staff to design a new apprenticeship that will build both content knowledge and 21st century skills. In Houston we've developed a strong network of volunteers from a variety of businesses and organizations including Wells Fargo, the Houston Public Library, Shell, The Women's Fund, Baylor College of Medicine, City of Houston, NASA, the Center for Houston's Future, and others. Volunteers participate in five hours of training and receive ongoing support from a staff co-teacher who joins them in each session. Regular observation ensures that apprenticeships are high-quality and help students connect their learning to future education and career opportunities. Citizen Teachers come from all walks of life and become a vibrant and essential part of our team who recognize the importance of eliminating the achievement gap for low-income students by building skills, providing resources, and instilling the belief that success is attainable. Many volunteers have reported professional benefits to volunteering with Citizen Schools (including networking opportunities and improvement in their public speaking and teamwork skills) as well as appreciation of their employers' support. A 2014 study by University of Vermont Professor David A. Jones found that leading a Citizen Schools apprenticeship also help volunteers develop their own skills and increase job satisfaction and employer loyalty. It also found that many Citizen Teachers responded positively to their employers' support for their volunteer commitment, reporting greater job satisfaction and trust and a stronger intention to remain with their organization.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 10432591609

Amendment # (for amendments only):

Statutory Requirement 10: Describe the preliminary plan for how the community learning center will continue after funding under this program ends. Include the strategies and resources that will be employed, individuals and organizations involved, and an annual timeline for implementing the sustainability plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

✓ **Check this box IF you are applying for priority points** for local education agency elected board of education written support for sustainability. Letters must represent a majority of the locally elected board and provide a detailed description of the specific challenges the community faces concerning sustainability and how community and board support will assist local efforts to sustain the program over time. **Letters of support with original signatures AND a list of all elected board members, including those that did not sign or submit a letter, must be attached to this application.**

Citizen Schools has operated after-school programs that include many of the core activities described in this application since 1995, and has a long track record of scaling and sustaining its programs and partnerships. Citizen Schools launched its first programs in Texas in 2005 and since then has partnered with HISD middle schools to implement its afterschool program at many school sites, including at Patrick Henry Middle School (PHMS) where we are proposing to establish this Community Learning Center.

Establishing a deep partnership with HISD has been essential to ensuring the longevity of our program at middle schools within the District, and we are pleased to submit attached letters of support for the establishment of this CLC program from the members of the HISD Board of Directors. Citizen Schools is also submitting this application jointly with HISD (evidence of which is provided in the attached Letter of Partnership signed by HISD's Chief Academic Officer).

The support of the District is important in ensuring our proposed CLC program will be able to operate during and after the life of this grant award, and will also be key to our fundraising efforts across the city.

Citizen Schools' strategy for financial sustainability combines a concerted effort to further reduce costs as well as establish pipelines of renewable funding. We receive financial support from a diverse array of sources in both the public and private sectors (including government, corporations, foundations, and individuals) and this broad funding base ensures that our program can continue to operate if we encounter changes to an anticipated funding stream. In addition, we maintain a working capital reserve equal to 4-6 months to hedge against future unexpected cash flow shortages, expense or losses and maintain a \$3M line of credit with Bank of America to cover potential short term cash shortages caused by differences in revenue, expenditures, and collections (e.g., government funding that is reimbursed 3-6 months post-expenditure).

The proposed 21st CCLC program will be supported by a combination of public and private funding in addition to any CLC grant funds received. As fiscal agent, Citizen Schools takes great care to ensure any CLC funds received will only supplement, not supplant, all other public resources. Supplemental funding for the CLC program at Patrick Henry may include gifts from a variety of corporate and philanthropic partners such as current supporters the Brown Foundation, Houston Endowment, HESS, Wells Fargo, and the Rockwell Fund.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 10432591609

Amendment # (for amendments only):

TEA Program Requirement 1: Community Involvement

Describe your plans to seek continuous feedback and involvement from community stakeholders, including the process for creating and engaging a community advisory council in order to increase program awareness, evaluate program effectiveness, and develop annual program and sustainability plans. A description of the planned membership and participating organizations must be provided.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Continuous feedback from and involvement of the local community is important to Citizen Schools, and an essential element of the proposed Community Learning Center at Patrick Henry Middle School.

Citizen Schools' existing Advisory Board will serve as the community advisory council for the Community Learning Center program. Our board is responsible for providing guidance to the organization, representing it to the community, and accepting the ultimate financial authority for it. Advisory Board members are recruited from the local community and represent members of businesses, peer organizations, community stakeholders, and education leaders committed to improving education in Texas and beyond through Citizen Schools' focus on high-quality, real-world learning and a robust enrichment program. Board members are responsible for informing and approving the organization's strategic plan and annual budget; the hiring, review of, and support of the Executive Director; active engagement in board meetings and commitments as described below; and resource generation and ambassadorship to ensure the financial health and long-term sustainability of the organization. All meetings are documented in official minutes, which include attendance logs.

Executive Committee: The Executive Committee plays a key role in setting the agenda for board meetings, engaging current board members, recruiting new board members, advising the Executive Director, and serving the audit committee function.

Development Committee: The Development Committee provides guidance about fundraising strategy and facilitates the engagement of current board members in supporting development goals and promoting long-term sustainability.

Finance Committee: The Finance Committee analyzes the budget, participates in the final audit meeting and provides strategic advice regarding a sustainable financial model for the organization.

Program Committee: The Program Committee reviews the program model and evaluation, providing input to support the achievement of program impact goals.

Current Advisory Board members include:

Abbi Antablin (community member and volunteer);
 Laurence Payne (Educational Excellence Resource Group, LLC);
 Christina Cabral (AT&T);
 Anne Calder (Attorney);
 Danny Davison (Bank of America);
 Ken Jett (Hines);
 Tammy Kidd (Bires, Schaffer, and DeBorde);
 Todd Litton (Consultant);
 Diane Merrill (Docent, Holocaust Museum Houston);
 David Moriniere (BBVA Compass);
 Charles Neuhaus (Wells Fargo Advisors);
 Andrew Price (Norton Rose Fulbright);
 Baraquiel Reyna (NASA);
 Scott Van Beck (local non-profit leader - Houston A+ Challenge).

Because Citizen Schools Texas is part of a larger national network, its local community Advisory Board is also supported by a National Board of Directors which serves as the official governing body of the organization. The National Board Chair is Lawrence Summers, former US Secretary of the Treasury and current Professor and President Emeritus of Harvard University. The other 14 members include national policymakers, elected officials, business owners, and members of other non-profit organizations, firms, and businesses.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 10432591609

Amendment # (for amendments only):

TEA Program Requirement 2: Grant Management. Describe your plan to manage the various components of the grant while adhering to all grant requirements and providing high-quality programming for all participants. Specifically describe communication among project staff and the provision of ongoing training and support for all staff. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Over the past 20 years of operating afterschool programs, Citizen Schools has learned that intensive and upfront program planning combined with effective project management is the key to success and sustainability of high-quality programs. Citizen Schools has extensive experience in the management of large public grants; the organization has administered AmeriCorps grants continuously since 2002 and has successfully administered multi-state grants from the National Science Foundation and the U.S. Department of Education as well as many state and local public grants. The organization's structure as a unified nonprofit organization and centralization of financial functions facilitates effective grant management and reporting.

Management plan for proposed Community Learning Center: Daily management of the program will be overseen by the Project Director, and supported by the Executive Director of Citizen Schools (who manages the Project Director) and the Site Coordinator (who will report to the Project Director). Together, this team will ensure compliance with program activities and schedules, and monitor progress against program goals. Fiscal management of the grant will be centralized in Citizen Schools' national Finance Department and supported on the ground by the Texas Operations Manager. Fiscal management and compliance are also supported by Citizen Schools' Accountant, Financial Grants Manager, and Financial Grants Coordinator. Citizen Schools, which has operations in seven states and an annual national budget of ~\$30 million in FY2016, has always employed sound fiscal management procedures.

On-going and constant communication: Throughout the year, Citizen Schools staff have regular meetings with school leaders to share data and ensure that the program is supporting school goals. School administrators, the Site Coordinator, and Program Director will meet often to discuss program operations and the health of the partnership. Citizen Schools staff, many of whom work in the school all day, will consult regularly with teachers and other school personnel in addition to attending grade-level meetings and school staff development sessions.

On-going staff training and professional development: Citizen Schools Team Leaders are typically recent college graduates and aspiring educators; most participate in a highly selective two-year AmeriCorps Teaching Fellowship. They receive extensive training (up to 70 hours per semester) and ongoing coaching and professional development opportunities. In addition to required CLC-specific training, all staff will participate in a weeklong national Summer Institute, followed by state- and site-based training. During the school year, training continues in Friday staff meetings and monthly daylong workshops on topics such as managing behavior, developing curricula and lesson plans, and working with students who have special needs. Each Team Leader is observed, rated, and coached five times annually based on an Instructional Rubric. Citizen Schools staff also attend school and district trainings where possible and each staff person is paired with a school-day teacher who provides feedback on instructional skills. Funds have been budgeted for staff to attend training and additional funds will be raised by Citizen Schools to support training that happens beyond the scope of the grant term.

Coordination with TEA: Citizen Schools will ensure coordination with all TEA training, technical assistance, and monitoring providers as necessary. The Project Director will oversee all program compliance requirements.

Compliance with Texas ACE branding guidelines: If awarded this grant, Citizen Schools will include the Texas ACE logo in all outreach and communications materials, and comply with any published branding guidelines.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 10432591609

Amendment # (for amendments only):

TEA Program Requirement 3: Center Operation Requirements

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Number: 1	Center Name: Citizen Schools Community Learning Center at Patrick Henry Middle School		
9 digit campus ID#	101-912-052	Distance to Fiscal Agent (Miles)	20 miles
Grade Levels to be served (PK-12)	6, 7, 8		

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. **Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.**

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	200
Number of Adults (parent/ legal guardians only) to be served:	175

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.

Center Number: 2	Center Name:		
9 digit campus ID#		Distance to Fiscal Agent (Miles)	
Grade Levels to be served (PK-12)			

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. **Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.**

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	
Number of Adults (parent/ legal guardians only) to be served:	

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 10432591609

Amendment # (for amendments only):

TEA Program Requirement 3: Center Operation Requirements

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Number: 3**Center Name:****9 digit campus ID#****Distance to Fiscal Agent (Miles)****Grade Levels to be served (PK-12)**

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. **Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.**

Total**Number of Regular Students (attending 45 days or more per year) to be served:****Number of Adults (parent/ legal guardians only) to be served:**

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.

Center Number: 4**Center Name:****9 digit campus ID#****Distance to Fiscal Agent (Miles)****Grade Levels to be served (PK-12)**

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. **Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.**

Total**Number of Regular Students (attending 45 days or more per year) to be served:****Number of Adults (parent/ legal guardians only) to be served:**

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 10432591609

Amendment # (for amendments only):

TEA Program Requirement 3: Center Operation Requirements

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Number: 5

Center Name:

9 digit campus ID#

Distance to Fiscal Agent (Miles)

Grade Levels to be served (PK-12)

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. **Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.**

Total

Number of Regular Students (attending 45 days or more per year) to be served:

Number of Adults (parent/ legal guardians only) to be served:

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.

Center Number: 6

Center Name:

9 digit campus ID#

Distance to Fiscal Agent (Miles)

Grade Levels to be served (PK-12)

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. **Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.**

Total

Number of Regular Students (attending 45 days or more per year) to be served:

Number of Adults (parent/ legal guardians only) to be served:

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 10432591609

Amendment # (for amendments only):

TEA Program Requirement 3: Center Operation Requirements

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Number: 7**Center Name:****9 digit campus ID#****Distance to Fiscal Agent (Miles)****Grade Levels to be served (PK-12)**

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. **Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.**

Total**Number of Regular Students (attending 45 days or more per year) to be served:****Number of Adults (parent/ legal guardians only) to be served:**

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.

Center Number: 8**Center Name:****9 digit campus ID#****Distance to Fiscal Agent (Miles)****Grade Levels to be served (PK-12)**

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. **Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.**

Total**Number of Regular Students (attending 45 days or more per year) to be served:****Number of Adults (parent/ legal guardians only) to be served:**

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 10432591609

Amendment # (for amendments only):

TEA Program Requirement 3: Center Operation Requirements

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Number: 9**Center Name:****9 digit campus ID#****Distance to Fiscal Agent (Miles)****Grade Levels to be served (PK-12)**

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. **Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.**

Total**Number of Regular Students (attending 45 days or more per year) to be served:****Number of Adults (parent/ legal guardians only) to be served:**

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.

Center Number: 10**Center Name:****9 digit campus ID#****Distance to Fiscal Agent (Miles)****Grade Levels to be served (PK-12)**

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. **Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.**

Total**Number of Regular Students (attending 45 days or more per year) to be served:****Number of Adults (parent/ legal guardians only) to be served:**

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 10432591609

Amendment # (for amendments only):

TEA Program Requirement 3a: Center Operations, Program Coordination. Describe how the program will coordinate with schoolwide programs under ESEA Section 1114 and state compensatory education programs under Texas Education Code, §29.081. Explain how the program will coordinate to identify and recruit students who are most in need of academic assistance and the plan for retaining those students in the program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Citizen Schools will coordinate with all schoolwide programs to identify, recruit, and serve students most in need of academic assistance.

Coordination of resources: In order to avoid duplication of services, Citizen Schools staff members, and specifically the Site Coordinator, will meet regularly with school faculty and staff. This regular meeting schedule will provide access to information and establish open lines of communication for coordination efforts to continue throughout the school year. Specifically, the CLC Site Coordinator will work with:

- Administrators
- Academic deans
- School counselors
- Title I Coordinator
- UIL activity leaders
- Other academic program leaders
- Other community-based organizations hosted by the school

Identifying students in need of services: In order to identify students most in need of the services our program offers, Citizen Schools will use state and local data including but not limited to STAAR scores, school and district report cards, family surveys, student interest profiles, and attendance and discipline reports. In addition to accessing this data, it is imperative that the CLC Site Director meet with the schools' Title I Coordinator. Together, they can assess which students are in need and which students will receive services through Title I and/or CLC programs. Coordination will continue throughout the year and Citizen Schools will use a rubric to evaluate the health of the school partnership and such relationships at mid-year and end-of-year.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 10432591609

Amendment # (for amendments only):

TEA Program Requirement 3b: Center Operations, Staffing and Schedule. Describe and explain the planned operating and staffing schedule for each center. Include total number of weeks and hours per week per center for the regular school year as well as the required six-week minimum summer programming. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Operating Schedule - Citizen Schools' Community Learning Center at Patrick Henry Middle School will operate for 41 weeks, including a Fall, Spring, and Summer term. Fall and Spring terms will operate 12 hours per week Monday through Friday (3:35-6:00pm) following the regular school day. During the Summer term, program will be offered four days per week (Monday through Thursday) for four hours per day (8:00am – 12:00pm) for a total of six weeks. Summer programming will take place from May 30, 2016 – July 8, 2016.

Center Staffing Schedule - Key staff members include:

- **Project Director** - Holds lead responsibility for program quality, operations, and staff development. Provides supervision and coaching to Site Coordinator, Oversees day-to-day operations of all grant activities to accomplish the goals of the grant.
- **Site Coordinator** - Instructional leader of the campus, builds a strong partnership with the school, implements all program elements, supervises Teaching Fellows and Associates, recruits students, and builds relationships with faculty, staff, volunteers, and other partners at the program location.
- **Family Engagement Specialist** - Communicates regularly with students' families to nurture student academic development and secure at-home reinforcement of academic success, coordinates on-going family events that foster student-family communication, and maintains a family resource center.
- **Team Leaders** (consisting of Teaching Fellows and Teaching Associates) - leads a group of approximately 16-20 students, providing academic support and facilitating hands-on, learning activities led by community volunteers, build strong relationships with students, engage weekly with families and teachers, and serve as mentors and role-models.

Other supporting staff members include the **Executive Director, Civic Engagement Manager, and Operations Specialist.**

TEA Program Requirement 3c: Center Operations, Safety. Describe the plan for ensuring the safety of all program participants and staff in the program at all times. Include the procedures for sign-in and sign-out for all students at each center and adjunct site. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Citizen Schools has served thousands of children since 1995 and has a clean safety record. Citizen Schools' locally developed safety policy will comply with the Texas ACE safety self-assessment process. Citizen Schools performs background checks on adults (staff and volunteers) who may work directly with students. At the point of student enrollment in the program, Citizen Schools collects emergency contact information, information about significant health issues, and the names of adults to whom the student can be released when the program ends. Procedures for managing student behavior and for safe dismissal are established and maintained from the start of the year. Citizen Schools obtains parental consent forms for student participation in the program including emergency contact information and takes daily attendance, with sign-in and out procedures in place for students who may arrive late or leave early. Citizen Schools' Site Director and Team Leaders are certified in CPR and standard first aid and a first aid kit is available at every site. Staff are trained in responding to illness or injury, in evacuation procedures in case of an emergency, and in recognizing and reporting potential child abuse.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 10432591609

Amendment # (for amendments only):

TEA Program Requirement 4a: Activity Planning, Alignment and Quality. Describe how the program will align all activities with the school day curriculum, expose students to meaningful academic content that supports mastery of the Texas Essential Knowledge and Skills (TEKS), and provide opportunities for youth to practice skills through engaging and interactive activities. Describe the plan for using evidence-based practices and local data to meet student needs and achieve the desired campus and student outcomes. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Alignment to the school day: Citizen Schools program elements are designed to compliment and enhance lessons taught during the regular school day. CLC staff members will engage in an in-depth planning process with school leaders and teachers to create a plan for regular open communication and will meet regularly during the school year to review student academic progress, assess growth, and ensure program activities are aligned to current lessons. For students who need more time with challenging academic concepts, Team Leaders will form small tutoring groups or work 1:1 to help students to mastery.

Alignment to the TEKS: Each academically-focused activity is designed by Citizen Schools' National Program Department to align with state standards (TEKS) in English Language Arts or mathematics. For example, the Math League curriculum includes lessons on fractions and decimals, pre-algebra skills, and probability. The ELA League curriculum includes lessons on using evidence, identifying themes, and analyzing point of view. The standards addressed in each lesson are clearly noted. This allows instructors to easily select the content that is most appropriate given student needs, and to sequence lessons to supplement school-day lessons.

Using local data to inform program activities: Citizen Schools adapts its activities to the needs of each school based on feedback from family outreach, trends in student behavior, the interests and skills of local volunteers, and areas of academic need. Activities are designed based on campus level data (which is obtained and shared regularly due to Data-Sharing Agreements Citizen Schools puts in place with the school and district at the beginning of each program year), and student/family voice data collected through a series of surveys at mid-year and end-of year. This feedback helps us to make sure all program elements not only meet the individual academic needs of struggling students but also take into account student voice, choice, and interest.

Development of activities: All CLC program activities are aligned to the four areas of academic assistance, enrichment; family and parental support services, and college and workforce readiness according to the Texas ACE Four-Component Activity Guide. All program activities will be implemented for a minimum of 45 consecutive minutes, with student attendance documented. Citizen Schools CLC program activities include:

- **Academic Support:** Team Leaders will provide academic coaching in small groups as well as individualized tutoring and homework support. All academic lessons are TEKS-aligned and coordinated with lessons being taught during the school day.
- **Enriching Apprenticeships:** These volunteer-led weekly hands-on activities help students apply lessons learned in school to real-world context. Students work side by side with an adult mentor who is an expert in his or her field, and the semester culminates in the creation of a project for community presentation.
- **Family Engagement:** Citizen Schools strives to engage with families frequently and respectfully. In addition to facilitating direct participation of parents and families in the program, Citizen Schools offers family learning nights addressing topics such as health and mental health, college financial aid, and how to support students with homework and testing. In addition, center staff will share referral resources through their frequent contact with parents.
- **College Readiness:** Team Leaders will help students link what they are learning in the school and in apprenticeships with future goals and emphasize how academic proficiency and high school and college completion influence career success.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 10432591609

Amendment # (for amendments only):

TEA Program Requirement 4b: Activity Planning, Meeting Student Needs. Describe how the program will ensure that instruction is adaptable to the academic and developmental needs of students, particularly the individual or small-group instruction needs of students, especially focusing on those students who are at risk of academic failure or dropping out of school. Describe the planned staff to student ratios for the proposed sites and activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Citizen Schools program is specifically designed to meet the needs of students who are struggling academically and have little to no access to other community supports.

All Citizen Schools program elements are conducted in a small-group team-based setting. Over the past 20 years of operation, Citizen Schools has learned that in order to remain on positive trajectories, adolescents need access to information and relationships that will promote healthy cognitive, social-emotional, and identity development. They also need access to caring adults who will support and guide them during this challenging time. Research has shown the potential of well-designed and well-implemented mentoring programs to improve youth outcomes. Each of our Team Leaders will form a small team of approximately 20 students and leads that same group of students through program activities for the entire year, building supportive relationships with each member of the team. The duration of this relationship helps Team Leaders build trust with their students, advocate for and support them, and get to know their individual strengths and areas of challenge. As mentors, Team Leaders help students see the connections between their academic learning; mastery of social-emotional and 21st century skills such as social awareness, innovation, and problem-solving; and success in high school, college and careers.

Additionally, Team Leaders will engage youth in Goals and Progress Conferencing (GAPs). In GAPs, Team Leaders will meet with each student individually at least once per month (with weekly or biweekly conferencing recommended) to set SMART academic goals, identify action steps that both the student and the Team Leader will take to meet those goals, and establish a plan to hold each other accountable for those action steps. GAPs are designed to individualize support for students so that they are challenged appropriately; demonstrate Team Leader concern for individual academic growth, thus building student investment; and help students see how short-term actions impact long-term outcomes; and invest students not only in their goals but in accountability for action steps. Many teachers and families already identify Citizen Schools' focus on setting and achieving goals as an important element of the mentorship program, and the GAP format is expected to strengthen students' ability to define and achieve aggressive but realistic goals.

Citizen Schools will work closely with school-day teachers and staff members to identify those students most in need of support and most at-risk of academic failure. The Site Coordinator at Patrick Henry Middle School will ensure access to accelerated learning is provided for those students.

CLC Team Leaders will lead small groups of students, with an overall student to staff ratio never to exceed 1:22.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 10432591609

Amendment # (for amendments only):

TEA Program Requirement 5a: Family Engagement, Family Engagement Specialist. Describe the role of the required family engagement specialist position in providing families with active and meaningful engagement in their children's education and opportunities for literacy and related educational development. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

If awarded this grant, Citizen Schools will hire a part-time Family Engagement Specialist (FES) to work closely with immediate family members of students in the proposed CLC program at Patrick Henry Middle School. The FES will be responsible for the planning and oversight of all family events, and will work closely with the Project Director and Site Coordinator. Responsibilities of the role include:

Regular communication with families of participants: The FES will support Team Leaders in their bi-weekly calls to parents and will develop a regular parent newsletter with updates about program activities, important dates, and other news.

Planning and Implementing Family Engagement Activities: In addition to potluck dinners, back to school orientation nights, and regular evening information sessions, parents will be invited to actively participate in student WOW! celebrations at the end of each semester where students will show off what they've learned through Apprenticeships.

Creating a Family Resource Center: The FES will share referral resources through their frequent contact with parents and maintains a family resource library of materials about ESL, employment, housing, food, and health services and more.

Coordination with Patrick Henry MS: The FES will work closely with school counselors, the Title I coordinator, instructional coaches, and other staff members to coordinate CLC family engagement activities with those of the school. Additionally, the FES will attend at least one conference on family and parental involvement in addition to other on-going professional development opportunities and school in-service workshops.

Desired qualifications for this position include a 4 year college degree; 2+ years experience working with youth and families of diverse populations; highly developed interpersonal skills; a working knowledge of current principles in family engagement; fluency in Spanish.

TEA Program Requirement 5b: Family Engagement, Program Coordination. Describe how the family engagement specialist will coordinate with the project director and site coordinator(s) to recruit participant families and assist in the coordination of family engagement strategies across all centers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Family Engagement Specialist will work closely with the Project Director and Site Coordinator to encourage families to participate in their children's education. In order to increase participation in family engagement activities, the Family Engagement Specialist will conduct outreach through flyers, announcements, and a presence at PTA meetings and other school events. The Family Engagement Specialist will report directly to the Site Coordinator at Patrick Henry Middle School so will have ample opportunity for coordination and support. S/he will also attend all program staff meeting and work closely with Team Leaders to ensure alignment across the team, improving overall outreach strategy.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 10432591609

Amendment # (for amendments only):

TEA Program Requirement 5c: Family Engagement, Activities. Describe the types of family engagement activities planned, when/where they will be offered, and the identified student and family needs that the activities address. Describe how the planned activities address the needs of working families; provide parents with opportunities for active and meaningful engagement in their children's education; and provide families with opportunities for literacy and related educational development. Describe additional resources that will be used to provide family engagement activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Citizen Schools strives to engage with families frequently and respectfully. Of parents who responded to Citizen Schools' most recent family survey in Texas, 92% agreed that they feel more connected to their child's school since their child began participating in Citizen Schools. One parent wrote, "My son's participation in Citizen Schools has had a positive effect on his attitude about school and his confidence in doing his school work. It has allowed me to have more communication with his teachers and staff." The primary goal of actively engaging with parents and families is to establish a trusting partnership in advancing students' learning and growth. Building on a platform of trust and mutual commitment, the CLC staff can then serve as a bridge between parents and schools, increasing parents' comfort levels in contacting teachers and advocating for their children.

Opportunities for Active Family Participation: During the school year, Citizen Schools staff will contact each student's family by phone every two weeks to share updates and concerns, listen to feedback, and answer questions. Monthly newsletters are sent to all families. In addition to this regular communication, Citizen Schools will invite families to participate extensively the program. Activities include: semi-annual potluck dinners to welcome families and solicit their input, serving as chaperones on community explorations, and attending end-of-semester WOW! events as an authentic audience for students' presentations. In this way, the Citizen Schools CLC program can serve as a bridge for parents to enter the school community and to become effective advocates for their children. Citizen Schools staff are trained in protocols for constructive communication with families, and Citizen Schools actively recruits bilingual and multilingual staff. Staff receive ongoing feedback and professional development regarding parental involvement and one full-time staff member will be hired as a Family Engagement Specialist. The summer component of the program also invites family participation. Prior to the start of the program, staff reach out to parents through calls and letters to share information, and the school hosts an opening dinner to introduce the program and meet families. At the end of the program, families are invited to a cookout where students teach back what they learned in their enrichment projects. Working families will be specifically prioritized and program activities will be scheduled at times that allow for adequate participation of these families.

Family Literacy and Educational Services: As an organization that prioritizes building trusting relationships with families, Citizen Schools is well-positioned to lead efforts to connect parents of participating students to literacy and education services. In response to requests from families, Citizen Schools offers family learning nights addressing topics such as health and mental health, college financial aid, and how to support students with homework and testing, and has discussed with Patrick Henry Middle School leaders the possibility of expanding these events to reach more parents, possibly in collaboration with the PTA. In addition, center staff will share referral resources through their frequent contact with parents. The CLC program will inform family members about literacy and education services available in the community and maintains a family resource library of materials about ESL, employment, housing, food, and health services that is available to family members at all family events.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #18—Equitable Access and Participation				
County-District Number or Vendor ID: 10432591609		Amendment number (for amendments only):		
No Barriers				
#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Barrier: Gender-Specific Bias				
#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Cultural, Linguistic, or Economic Diversity				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

For TEA Use Only	
Changes on this page have been confirmed with: _____ Via telephone/fax/email (circle as appropriate)	On this date: _____ By TEA staff person: _____

Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 10432591609

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 10432591609

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 10432591609

Amendment number (for amendments only):

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 10432591609

Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 10432591609

Amendment number (for amendments only):

Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Regular phone calls and newsletters to parents; school family nights	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 10432591609

Amendment number (for amendments only):

Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

For TEA Use Only

Changes on this page have been confirmed with:

Via telephone/fax/email (circle as appropriate)

On this date:

By TEA staff person:

Schedule #19—Private Nonprofit School Participation

County-District Number or Vendor ID: 10432591609

Amendment number (for amendments only):

Part 1: Private Nonprofit School Contacts. This part is required regardless of whether any private nonprofit schools are participating in the program. For *statewide* teacher training programs or *statewide* student instructional programs, refer to the list of private nonprofit school association contacts posted on the Applying for a Grant page.

Total Nonprofit Schools within Boundary

Enter total number of private nonprofit schools within applicant's boundary (enter "0" if none): 0

Initial Phase Contact Methods

Required if any nonprofit schools are within boundary: Check the appropriate box below to indicate initial phase contact method.

☐ Certified letter☐ Documented phone calls☐ Meetings☐ Fax☐ Email☐ Other method (specify):**Total Eligible Nonprofit Students within Boundary**

Enter total number of eligible private nonprofit students within applicant's boundary (enter "0" if none):

Check box only if there is no data available to determine the number of eligible students: ☒**Total Nonprofit Participants**

Total nonprofit schools participating:	Total nonprofit students participating:	Total nonprofit teachers participating:
--	---	---

No nonprofit schools participating: <input checked="" type="checkbox"/>	No nonprofit students participating: <input checked="" type="checkbox"/>	No nonprofit teachers participating: <input checked="" type="checkbox"/>
---	--	--

Part 2: Consultation and Services. Remainder of schedule, Parts 2, 3, and 4, are required *only* if private nonprofit schools are participating.

Participant Consultation: Development and Design Phase Consultation Methods

Check the appropriate boxes to indicate development and design phase contact methods.

☐ Certified letter☐ Documented phone calls☐ Meetings☐ Fax☐ Email☐ Other (specify):**Requirements Considered Per No Child Left Behind Act of 2001 (P.L. 107-110), Section 9501 (c)**☐ How children's needs will be identified☐ What services will be offered☐ How, where, and by whom the services will be provided☐ How the services will be academically assessed, and how the results of that assessment will be used to improve those services☐ The size and scope of the equitable services to be provided to the eligible private nonprofit school children, and the proportion of funds that is allocated under subsection (a)(4) for such services☐ The methods or sources of data that are used under subsection (c) and section 1113(c)(1) to determine the number of children from low-income families in participating school attendance areas who attend private nonprofit schools☐ How and when the organization will make decisions about the delivery of services to such children, including a thorough consideration and analysis of the views of the private nonprofit school officials on the provision of services through a contract with potential third-party providers☐ How, if the organization disagrees with the views of the private nonprofit school officials on the provision of services through a contract, the organization will provide in writing to these officials an analysis of the reasons why the organization has chosen not to use a contractor☐ Other (specify):**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #19—Private Nonprofit School Participation (cont.)

County-District Number or Vendor ID: 10432591609

Amendment number (for amendments only):

Part 3: Services and Benefits Delivery**Designated Places/Sites**
☐ Public school

 ☐ Private nonprofit school

 ☐ Neutral site
☐ Other (specify):**Designated Times**
☐ Regular school day

 ☐ Before school day

 ☐ After school day
☐ Summer vacation ☐ Other (specify):**Part 4: Selection Criteria/Activity Timeline**

#	Private Nonprofit School Name/ Number of Students and Teachers	Selection Criteria	Major Activities	Activity Begin/ End Date
1	School name:	Activity #1 selection criteria	Activity #1 major activities	Activity #1 begin date
	# of students: # of teachers:			Activity #1 end date
2	School name:	Activity #2 selection criteria	Activity #2 major activities	Activity #2 begin date
	# of students: # of teachers:			Activity #2 end date
3	School name:	Activity #3 selection criteria	Activity #3 major activities	Activity #3 begin date
	# of students: # of teachers:			Activity #3 end date
4	School name:	Activity #4 selection criteria	Activity #4 major activities	Activity #4 begin date
	# of students: # of teachers:			Activity #4 end date
5	School name:	Activity #5 selection criteria	Activity #5 major activities	Activity #5 begin date
	# of students: # of teachers:			Activity #5 end date

Part 5: Differences in Program Benefits Provided to Public and Private Schools

Select the one appropriate box below.

☐ There are no differences between the program benefits provided to the public school students and the private school students.

☐ There are differences in program benefits to be provided to the public school students and the private school students. (Describe the differences and the reasons for the differences in the space provide below.)

Description of Difference in Benefits		Reason for the Difference in Benefits	
1		1	
2		2	
3		3	
4		4	
5		5	

For TEA Use Only

Changes on this page have been confirmed with:

Via telephone/fax/email (circle as appropriate)

On this date:

By TEA staff person: